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To meet the growth in the number of pupils, new fifth grades had been added to 7-year schools, primary schools reorganized into 7-year schools, and new 7-year schools built. Failure to fulfill the plan can be attributed to incomplete registration of children of school age, failure to build dormitories (internat) and to provide transportation for pupils living in rural areas, failure to carry out school-construction programs, backward local social customs, etc.

The problem of carrying out compulsory 7-year education was particularly acute in Central Asia. Vestiges of feudal tribal customs regarding women (objection to their being seen in public, early marriages, etc.) kept an increasing number of girls out of school. During the 1949 - 1950 school year, there were 302,489 pupils in Tadzhik schools: 243,980 (110,102 girls) in the first to fourth grades; 51,549 (20,907 girls) in the fifth to seventh grades; and 6,960 (2,017 girls) in the eighth to tenth grades.(4) Of the 1,210,000 pupils in Uzbek schools in the past school year, only 371,000 were girls.(5) Even the wives of school teachers and directors continued to wear the veil.(6) Failure to attend school, however, was not limited to girls. For example, in Andizhan Oblast, Uzbek SSR, 15,000 school-age children failed to attend school last year. In spite of this, registration this year of school-age children in many rayons of the oblast was carried out poorly or not at all.(7) In Samarkand Oblast, about 10,000 children (more than half of them Uzbek girls) were not enrolled in schools.(8) Some 38,546 children failed to attend school in the Kazakh SSR.(9)

Failure to carry out the compulsory 7-year education law was not limited to Central Asia. Although more schools are needed in the Karelo-Finnish SSR, particularly in rural areas, construction is proceeding slowly due to the failure of heavy industry enterprises to cooperate.(10) More than 9,000 children did not attend school in the Moldavian SSR last year.(11) In the RSFSR, more than 6,000 Molotov Oblast children remained out of school last year.(12) The total number of fifth-grade pupils in the Dagestan ASSR in the 1949 - 1950 school year was to have been 22,000, but actually there were only 16,000, chiefly as a result of lack of dormitories connected with 7-year schools.(13) Some 2,082 children did not attend school in the Tatar ASSR because of poor registration, lack of boarding facilities, and no transportation to and from school.(14)

Compulsory 10-year education was introduced in the 1949 - 1950 school year in Armenian cities (15), as well as in seven cities of the Moldavian SSR (16), and is being introduced this year in the six large cities of the Latvian SSR.(1)

B. Teacher Shortage

Although more than 51,000 new graduates of pedagogical and teachers' institutes have been assigned to Soviet schools for the 1950 - 1951 school year (17), the press continues to refer to teacher shortages. Last year, the teachers' institutes of the RSFSR and the Kazakh, Tadzhik, Turkmen, Lithuanian, and Moldavian SSR failed to fulfill enrollment quotas for new students, especially in the mathematics and physics faculties. While the pedagogical vuzes (higher educational institutions) of the RSFSR as a whole had, by July 1950, received applications for more than 57 percent of their enrollment quotas, the low number of applications for a considerable number of such vuzes, particularly their mathematics and physics faculties, and for teachers' institutes clearly threatened the fulfillment of new student quotas for the 1950 - 1951 school year.(1) The Tadzhik SSR has an over-all shortage of 1,280 teachers, among them, 102 teachers of Russian, 51 of mathematics and physics, 238 teachers of foreign languages.(18) Of the 18 new teachers promised the schools of Skulyanskiy Rayon by the Ministry of Education Moldavian SSR, the Ministry has been able to produce only four.(2)

Meanwhile, despite efforts of school authorities to provide more teachers for the new fifth to seventh grades by: (a) promoting the best primary school teachers, (b) establishing correspondence divisions at more pedagogical and

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teachers' institutes where newly promoted teachers could improve their qualifications, (c) increasing the number of teachers institutes, and (d) increasing efforts to fill new student quotas at pedagogical and teachers' institutes, reports of teacher shortages continue to appear in newspapers throughout the country.

Latvian SSR schools will need 600 teachers for the fifth to seventh grades alone (19), and schools of Andizhan Oblast, Uzbek SSR, will be short more than 1,000 teachers.(20) During the past 3 years, mathematics and physics have not been taught the 27 upper-grade pupils in the secondary school in Ishkashimskiy Rayon, Gorno-Badakhshan Autonomous Oblast, Tadzhik SSR, due to lack of an instructor.(21) Ivenetskiy Rayon, Belorussian SSR, lacked 43 teachers, particularly instructors in Russian, Belorussian, mathematics, and physics.(22) According to L. V. Dubrovina, Deputy Minister of Education RSFSR, there is an acute shortage of teachers of Russian language and literature, mathematics, physics, and foreign languages for the eighth to tenth grades.(23) In many schools in the Lithuanian SSR there are no teachers of Russian, logic, and physics for the eighth to tenth grades.(24)

In the next 2-3 years, in connection with the introduction of 7-year education, the need for teachers of fifth to seventh grades will become stabilized, while at the same time the need for teachers of the eighth to tenth grades will grow considerably. For every 100 pupils who entered the eighth to tenth grades in 1949, there will be 160 in 1951, 275 in 1952, 450 in 1953, and 620 in 1954. Practical solution of the problem lies in the transfer to pedagogical institutes of persons already enrolled in teachers' institutes, and reorganization of the better teachers' institutes into pedagogical institutes.(25) Evidence that something is being done in this respect can be seen from news reports telling of such reorganization, as in the Ukrainian SSR, where the Kremenets and Stanislav Teachers' Institutes were converted to pedagogical institutes in time for the 1950 - 1951 school year.(26)

C. School Shortage

The persistent shortage of school buildings throughout the USSR necessitated the continuation of multishift instruction in the 1950 - 1951 school year. The plan for construction of new school buildings was evidently not fully met, and many existing school buildings are still being used for other purposes.

The shortage seems to have been and continues to be particularly acute in the war-damaged areas of Belorussia and the Ukraine, although the introduction of 7-year education only 4 years after the cessation of hostilities implied that recovery was nearly complete. The city of Voronezh, for instance, had 11 schools in which children were taught in three and four shifts during the past year.(27) Secondary School No 12 in Minsk operated in three shifts.(28) Schools in six city rayons of Kiev will operate in two and three shifts in the 1950 - 1951 school year.(22)

Multishift education is not, however, confined to Western USSR. Last year, 1,252 of the 1,541 schools of Kuybyshev Oblast, RSFSR, operated in two shifts and 15 in three shifts.(29) Schools in Chapayevsk, Kuybyshev Oblast, for example, have been on three shifts for the past few years.(30) Thirteen of Saratov's 79 schools operated in three shifts during the 1949 - 1950 school year.(31) In Alma-Ata, Kazakh SSR, 46 of the city's 50 schools operated in three shifts.(32) Samarkand and other large cities of the Uzbek SSR were forced to conduct classes in three shifts.(8) In Moscow Oblast, 187 of 3,414 schools operated in three shifts.(33) In the past school year 36 of the 81 schools in Molotov carried on instruction in three shifts.(22)

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Use of school space by outside organizations resulted in serious overcrowding and multishift instruction. For the 1950 - 1951 school year, however, hundreds of school buildings in the RSFSR which were being used for other purposes were returned for use as schools.(23, 34) During the past school year Moscow school authorities managed to free only two of the 12 school buildings which are being used for other purposes.(35) In Tashkent, 18 school buildings were being "used illegally to the detriment of school interests." Many school buildings in Kiev were being used for other purposes.(22) The Frunze Industrial Tekhnikum had to turn away pupils because of insufficient facilities, because 2 years ago the laboratory of the construction materials industry of the Kirgiz SSR took over 100 square meters of the school's building and refuses to vacate. Another portion of the school has been taken over by a vulcanizing shop. The school's dormitory is also occupied by outsiders.(36) School No 637 in Kiyevskiy Rayon, Moscow Oblast, has for 5 years housed School No 53 plus the graphic arts faculty of the Moscow City Pedagogical Institute. Last year, with 36 classes and only 18 classrooms at its disposal, the school was forced to operate in two shifts. This fall, with more pupils entering, the school will have to go into three shifts unless the arts faculty moves out.(37)

Relief in the form of new construction is not yet in sight. School construction programs are still not being carried out, particularly in rural areas. In Bryansk Oblast, RSFSR, only two rural schools of the 17 planned were completed by 1 August.(38) During the first half of 1950, only 38 percent of the plan for school construction in the RSFSR was fulfilled in urban areas and 14.3 percent in rural areas. The plan has not been fulfilled for several years in the Tatar ASSR.(21) The Main Administration of Rural Construction under the Council of Ministers RSFSR was to have built 132 rural schools this year, but only four were built during the first half of the year.(39) Of the 784 schools built in the RSFSR during the past year, 519 were built through the initiative of the local populace.(34)

D. Textbook Shortage

The plan for the 1950 - 1951 school year calls for the publication of 170 million new textbooks for Soviet schools. This year, publishing houses showed better management than in 1949 (40), but Uchitel'skaya Gazeta and local newspapers continued to report the unsatisfactory delivery of textbooks to schools.

This year, a new distribution system was announced, whereby Kogiz (Book-Trade Association of State Publishing Houses) was to distribute textbooks from state publishing houses to the rayons. On the rayon level, textbooks were to be handled by rayon stores (raymag) for purchase by rural consumer societies (self-po). But two weaknesses in the plan have already been criticized: not all rayons have rayon stores, and, as in the previous arrangement where textbooks were handled by both rayon consumer societies (raysoyuz) and cultural-goods stores (kul'tmag), there was nothing to compel the heads of rural consumer societies to purchase textbooks.(41)

Many schools had to begin the 1949 - 1950 school year without receiving textbooks. In the Kazakh SSR, for example, thousands of unsold textbooks were in the stores and warehouses of book organizations: in Alma-Ata Oblast there was a shortage of 37,862 textbooks during the year, while some 49,810 books were lying about in book-trade warehouses.(42) In the Ukrainian SSR, some 5 million textbooks, one eighth of the total published there last year, remained unsold in the book-trade system. Poor ordering on the part of the Ministry of Education of that republic also added to the confusion: Stanislav Oblast got 27,000 texts each of an arithmetic and arithmetic problem book for the fifth and sixth grades, when only 9,585 copies of each were needed.(43)

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New textbooks for the 1950 - 1951 school year were published without substantial changes, which was not the case in 1949. However, plans for buying back used textbooks in the RSFSR again were not fulfilled because of carelessness on the part of public education sections and book-trade organizations.(40)

E. Problem of the Repeater

There is evidence that in order to be considered a good teacher, it was necessary to pass at least 90 percent of the class. If more than 10 percent failed, it was held to be a reflection on the teacher's ability and was considered an offense for which he might be dismissed or even brought to trial. The result was that teachers made certain that the required percentage advanced to the next higher class, which led to a general lowering of educational standards.(44) The relatively large amount of space devoted to the problem of the repeater by both the general and pedagogical press, plus the statistics (usually given in percentages) on the number of repeaters in Soviet schools, partially substantiates the above statement. Available statistics are, however, incomplete.

In the RSFSR, at the end of the 1948 - 1949 school year, 11.7 percent of all pupils were left behind to repeat the same grade.(45) At that time, 24,453 pupils in Tula Oblast failed to pass and 16,906 were given school work during the summer (46); 86 percent of Penza Oblast school children were promoted; and in Kursk Oblast, 73,000 pupils were made either to repeat the grade or to be re-examined later.(31) A March 1950 decree of the Minister of Education RSFSR gives pupils failing in up to three subjects the right to take the examinations in those subjects again, usually at the end of August.(47) Schools of Sverdlovsk Oblast started the 1949 - 1950 school year with 50,000 repeaters, or 12 percent of its total of 418,600 pupils.(48)

Press treatment of the repeater problem in the Bashkir ASSR reflects optimism that the situation has improved, contradicted by statistics showing that it has worsened. Narodnoye Obrazovaniye, December 1949, stated that 12.7 percent of the pupils in Bashkir schools failed to pass at the end of the 1946 - 1947 school year, 10.2 percent failed in 1947 - 1948, and in 1948 - 1949 the percentage of repeaters dropped even further. The February 1950 issue of the same periodical, however, indicated that at the end of the 1948 - 1949 school year, 73,000, or 13.2 percent of the 553,000 pupils, were not promoted.(46)

The repeater problem is prevalent throughout the union republics. Twelve percent of the pupils in Uzbek SSR schools failed to be promoted at the end of the 1949 - 1950 school year (5); at the same time 85.3 percent of all Kirgiz SSR pupils were promoted or graduated (49); 17 percent of the pupils in Belorussian SSR schools failed to pass (50), and in the Moldavian SSR, 59,000 pupils failed and 20,000 more were required to take their examinations again.(51) Eighteen percent of all pupils in Armenian SSR schools in the 1949 - 1950 school year were repeaters.(48)

The press often refers to the growing number of teachers in a given rayon, city, oblast, or union republic who finish the school year without failing a pupil, but then fails to give a basis for comparison by neglecting to state the total number of teachers in the area. Thus, A. I. Kairov, Minister of Education RSFSR, spoke of 10,000 teachers in the RSFSR and 3,000 teachers in Moscow who had completed the past school year without a failing pupil; only elsewhere in the text was the fact mentioned that there are 700,000 teachers in the RSFSR (52), and nothing at all was said about Moscow schools which have over 25,000 teachers.(53) In the Kirgiz SSR, 300 teachers were reported to have finished the 1948 - 1949 school year without a failure (54), but no mention was made of the total of 15,500 teachers in the republic.(55) Likewise, 12,000 teachers in the Ukrainian SSR are said to have completed the 1949 - 1950 school

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year without a failing pupil (56), with no references made to the total of 253,380 teachers in the republic.(57) In rare instances, the two figures are given in the same newspaper article, as, for example: "...in the Armenian SSR 800 teachers finished the 1948 - 1949 school year without a failing pupil.... There are 14,000 teachers in the republic"(48); "in Penza Oblast, RSFSR, 600 out of a total of 12,000 teachers completed the 1948 - 1949 school year without a failure."(31)

I. A. Kairov pointed out also that the primary grades of rural schools are responsible for the greatest number of repeaters.(58) Most of these pupils are from rural primary schools where one teacher handles all four classes (odnokomplektnaya shkola), or where there are only two teachers to handle all four grades (dvukhkomplektnaya shkola).(22) In the RSFSR, 50 percent of the total number of repeaters are in the first to fourth grades.(52) Of the 50,000 repeaters in the schools of Sverdlovsk Oblast, RSFSR, at the beginning of the 1949 - 1950 school year, 40,000 were in the first to fourth grades.(48) In the Bashkir ASSR, 46,000 of the 73,000 pupils who were not promoted at the end of the 1948 - 1949 school year were in the primary grades, while 34,425 fourth graders, or one quarter of all pupils in that grade, failed to pass.(46)

Most repeaters in the primary grades fail in Russian, in native and Russian languages in the non-Russian schools, and in arithmetic. Such was the case in the RSFSR at the end of the 1949 - 1950 school year, according to Kairov.(52) In Kursk Oblast, the majority of the 73,000 pupils who failed to pass at the end of the 1948 - 1949 school year failed in Russian and in arithmetic.(31)

While physics and chemistry are not the cause of an unduly large number of failures, complaints continue to be made in the Soviet press of the low practical knowledge in those subjects. The lack of laboratory equipment is considered to be the reason. For example, not one school in Sialinogorsk has a physics laboratory, and therefore no experiments are conducted and no laboratory work assigned.(59) In the majority of rural schools in Andizhan Oblast, Uzbek SSR, there are no physics, chemistry, or biology laboratories. Teachers are compelled to explain experiments with blackboard illustrations.(7) In Ruzskiy Rayon, Moscow Oblast, only two secondary schools (there is a total of 46 schools in the rayon) have physics laboratories, and even these lack basic equipment. Equipment for chemistry courses is equally lacking. In the 7-year schools of the rayon, in general, there are no chemistry laboratories, while the scientific equipment and chemicals on hand do not provide for even the minimum practical work called for by chemistry study programs.(37)

That there is a solution to the problem of repeaters in Soviet schools is shown by the record of School No 329 for girls, in Moscow, probably the most publicized school in the USSR. For 2 consecutive years the school has completed the school year without a single failure.(25) The reason for the school's excellent record was revealed earlier this year in an article in Uchitel'skaya Gazeta, where it was disclosed that all teachers in the school have had a higher education, with some having completed work in three university departments.(60)

Other schools in the USSR, however, are not as fortunate in regard to the educational background of their teaching personnel. In the Kazakh SSR more than 7,000 teachers out of a total of approximately 52,000 (9) do not even have a secondary education.(61) Of 9,302 teachers in the Chuvash ASSR, 1,033 have higher educations, 1,660 incomplete higher educations, and 6,609 secondary educations.(29) Ninety seven of the 573 teachers in Shamkhorskiy Rayon, Azerbaydzhan SSR, have higher educations.(62) Of the 23 teachers at the Voznesenskiy Secondary School, Akmolinsk Oblast, Kazakh SSR, five have higher education, nine completed teachers' institutes, and nine are graduates of pedagogical

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schools.(63) In Molotov Oblast, RSFSR, of 1,064 primary school teachers promoted to teach in fifth grades at the beginning of the 1949 - 1950 school year, 82 had higher educations and 421 had finished teachers institutes.(12)

F. Problem of Absenteeism

Next in importance to the problem of the repeater in the Soviet school system is that of the pupil who drops out in the course of the school year. This is considerably hindering the realization of 7-year education. The seriousness of the problem can be seen in the statistics on the decreasing number of pupils in primary, 7-year, and secondary schools in the Tadzhik and Uzbek SSR. During the 1949 - 1950 school year in the Tadzhik SSR there were 302,489 pupils in the schools: 243,980 in the first to fourth grades, 51,549 in the fifth to seventh grades, and 6,960 in the eighth to tenth grades.(4) There were 1,200,000 pupils in Uzbek SSR schools during the past school year: 180,000 in primary, 49,000 in 7-year, and 10,000 in secondary schools.(8) At the same time, 3 percent of the Uzbek school children dropped out during the school year.(5)

The problem particularly affects the upper grades. Of the total number of pupils who entered the first grade of schools in the Kazakh SSR in the 1943 - 1944 school year, only one quarter entered the seventh grade in the 1949 - 1950 school year. In Karaganda, only 184 pupils out of 270 who were in the eighth grade during the 1947 - 1948 school year entered the tenth grade at the beginning of the past school year.(64) Last year, in Kanskiy Rayon, Krasnoyarsk Krai, 261 out of 587 pupils admitted to the fifth to seventh grades had dropped out before the end of the school year.(65) In Tula Oblast last year, 18,355 pupils, or 7.7 percent of the total number, dropped out of school.(46) More than 11,000 pupils dropped out of school in Astrakhan' Oblast last year (66), and more than 900 pupils dropped out in the Kabarda ASSR.(67)

The press sources gave a variety of reasons for lack of attendance on the part of pupils. In the Tadzhik SSR during the 1948 - 1949 school year, lack of fuel for schools, and lack of shoes and warm clothing for pupils were held responsible for the fact that more than 9,000 pupils dropped out of school.(68) Complaints were made that kolkhoz chairmen in Kuybyshevskiy and other rayons of the Tadzhik SSR were using upper-grade pupils for work in the fields.(69) In Samarkand Oblast, Uzbek SSR, the schools lost 2,958 pupils during the first half of the past school year as a result of lack of fuel for schools, cold weather, and crowded conditions which forced most schools to operate in three shifts.(20)

Vestiges of feudal customs in the Uzbek (6) and Tadzhik (70) SSR, and parental opposition in the Moldavian SSR (47) are given as the reasons why few girls of local nationalities are to be found in the upper grades. Remoteness of schools in rural areas, lack of dormitories connected with 7-year schools, hiring of children by kolkhozes, and lack of shoes and clothing for school children were given as causes for school absences last year in Vladimir Oblast.(71) In the village of Mar'ino, Oktyabr'skiy Rayon, Kursk Oblast, 13 primary school graduates did not continue with their studies when the past school year began because the nearest fifth grade class was 10 kilometers away (72)

The fall in attendance at the Ratchinskiy Primary School, Bogovarovskiy Rayon, Kostroma Oblast, during the past school year was attributed to the approach of cold weather and the lack of suitable clothing for children.(73) A low level of instruction, with subsequent loss of interest on the part of pupils was held to be the reason why there were only 42 seventh graders at the Pavlysh Secondary School, Onufriyevskiy Rayon, Kirovograd Oblast, when there were 63 in the fourth grade in the 1946 - 1947 school year.(60) In another case, 6,000 repeaters failed to show up for school at the beginning of the past school year in the Bashkir ASSR.(46)

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The problem of pupils' dropping out of school was particularly noticeable in the evening schools for working and rural youth. Indifferent attitudes on the part of plant officials, overloading pupils with work, keeping them on duty during hours scheduled for schooling, and lack of normal study facilities both in schools and dormitories are held to be the main reasons for discontinuation of studies by pupils in schools for working youth.(74)

Last year, 769 of the 1,644 pupils enrolled in schools for rural youth in Tyrnovskiy Rayon, Moldavian SSR, dropped out of school.(75) During the past school year, the five evening schools for working youth in Tambov had an enrollment of 1,288, but by spring 1950, almost half had ceased attending school.(76) Last year, the 114 schools for working youth in Leningrad had an enrollment of 36,705 pupils. During the year, 8,985 pupils had dropped out and 2,627 failed to pass at the end of the year.(77) More than 1,000 of the 2,500 pupils in the seven schools for working youth in Ordzonikidzevskiy Rayon, Sverdlovsk, dropped out of school during the past school year.(65) School No 1 for working youth in Stalingrad began the last school year with 794 pupils; by January 1950 there were 343 pupils, and at the end of the school year, 116.(78)

G. Revisions of Textbooks and Courses

The revising of textbooks and courses has been an important problem chiefly in the higher education system, but certain fundamental ideological changes have begun to filter down to the lower school level.

In the past 2 years, as a result of decrees on ideological questions issued by the TsK VKP(b), ministries of education and their agencies in the union republics have been revising the teaching of biology in the schools on the basis of the Michurin doctrine. However, complaints continue to be made that in many schools that the study of biology still bears a bookish character and is removed from actual practices of socialist agriculture.(79)

Revision of courses and textbooks in the light of Stalin's linguistics pronouncements is, for the most part, being carried out mainly in higher educational institutions. However, the Presidium of the Academy of Sciences USSR and the Academy of Pedagogical Sciences RSFSR scheduled a joint session for November 1950 to be devoted to Stalin's work in the field of linguistics and to the question of language instruction in secondary schools.(80) Newspapers report that teacher seminars are being organized in Leningrad schools on new language-instruction methods based on Stalin's work.(81) The dearth of up-to-date grammars, textbooks, and dictionaries in Russian and national languages is discussed below.

H. Inadequacy of Russian-Language Instruction

Teaching of the Russian language in non-Russian areas continues to be stressed. Normally, teaching of the language starts with the second grade in non-Russian schools. However, beginning with the 1949-1950 school year, native schools of the Karelo-Finnish SSR began Russian-language instruction in the first grade (82); in the Kazakh SSR, oral Russian-language instruction was begun in the second semester of the first grade (83); and in the Dagestan ASSR, pupils in non-Russian schools also began the study of Russian in the second half of the first year.(46) Criticisms of the quality of Russian-language instruction continue to appear in the press. The low level of instruction is laid to lack of qualified teachers, lack of special textbooks and materials, and failure of school authorities to provide proper methodological assistance to teachers.

In the Tatar ASSR during the past school year, complaints were made that teachers themselves did not have a sufficient mastery of Russian. In the non-Russian schools of the republic, reading in classes was carried on in Russian, but explanations, questions and answers were made in Tatar.(48) Poor pedagogical preparation of teachers in the Kirgiz SSR was blamed for the failure of Russian-language instruction to

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meet the level called for in school programs. Many teachers, it was held, did not know their subject or how to present it. Russian-born teachers, for lack of mastery of the native language, could not be entrusted with language instruction.(84) In Shchuch'ye-Ozerskiy Rayon, Molotov Oblast, last year, Russian-language teachers in Chuvash schools had difficulty in teaching the language because of lack of textbooks and materials written in Chuvash, and were compelled to use material written for use in Russian schools.(85) The same complaint came from teachers in Armenian schools in Armyanskiy Rayon, Krasnodar Kray (70), while reports of the lack of bilingual dictionaries came from non-Russian schools in the Latvian (86) and the Kazakh (87) SSR. Poor supervision and poor methodological assistance to Russian-language teachers in non-Russian schools during the past school year were criticized in the Armenian (88), Kazakh (87), Kirgiz (84), and Azerbaydzhan (89) press.

To remedy the situation Russian-language faculties and departments are being set up in pedagogical and teachers' institutes, as was done last year in the Azerbaydzhan SSR (90), and the number of pupils in pedagogical schools to be trained as language instructors for non-Russian schools is being increased, as was the case in the Karelo-Finnish SSR.(82) In the Azerbaydzhan SSR, competitions were held at the end of 1949 to find new textbooks for primary grades of non-Russian schools, and grammars, textbooks, and dictionaries for use in Russian-language instruction were in the process of compilation.(90)

I. Coeducation Issue

In April of this year, Literaturnaya Gazeta began an attack on the system of separate education for boys and girls which has been in effect in the USSR since 1943. An article written by a Professor V. Kolbanovskiy called for a conference of Soviet educators and a thorough discussion of the question.(91) In May (92) and June (93) responses to Kolbanovskiy's article, in the form of letters from parents, were published in the paper; of the ten letters published, only two favored separate education. In August, the newspaper stated that of 4,000 persons who had expressed their opinion on the subject in letters to the paper, 98 percent favored coeducation. Attacking separate education for boys and girls as being in opposition to the socialist principles of equality of the sexes, the editors called for a settlement of the question and a return to the coeducational system in time for the 1951-1952 school year.(94)

However, except for a cartoon favoring coeducation which appeared in Krokodil (95), no other official word on the question has appeared in either the general or pedagogical press. School officials continue to remain silent on the topic. With almost half of the present school year already over, there is some doubt as to whether the question of coeducation will even be settled and schools reorganized on that basis in time for the 1951-1952 school year. On the other hand, until such times as Soviet school construction programs begin to meet the critical need for more school space, the question of coeducation will present a partial solution of the problem of overcrowded classrooms in some areas of the USSR.

II. ATTENDANCE IN PRIMARY, 7-YEAR, AND SECONDARY SCHOOLS

School attendance figures for all republics and for a few major cities and oblasts for the 1950-1951 school year were available in the Soviet press and are given below. The term "school" (shkola), as used here, refers to primary, 7-year, and secondary schools. Attendance at specialized secondary educational institutions (tekhnikums) and higher educational institutions is not included in these school attendance figures unless otherwise noted.

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USSR -- This year, the number of pupils in primary, secondary, and technical schools increased by 1,500,000 in comparison with last year; the total number of pupils will reach nearly 38 million.(96) It is assumed that the 38 million pupils include all those in primary, 7-year, secondary, specialized secondary, working and rural youth, and adult schools and courses. A tabulation of individual republic attendance figures indicates that there are something over 33,140,000 pupils in the USSR. The discrepancy of nearly 5 million pupils is probably explained by the fact that most of the republic figures include only pupils in primary, 7-year, and secondary schools.

Armenian SSR -- There will be 302,000 pupils attending Armenian schools this year.(96)

Azerbaijan SSR -- There will be 620,000 pupils in the schools and more than 35,000 students in the vuzes and 79 tekhnikums of the republic for the 1950-1951 school year.(97)

Belorussian SSR -- This year, the Belorussian SSR will have 11,846 schools, with 1,584,000 pupils, 120,000 more than last year.(98) The 40 schools in Minsk will have an enrollment of 40,000 pupils.(99)

Estonian SSR -- There will be more than 1,200 schools in operation in the new school year, with more than 150,000 pupils, 18,000 of them in the first grade.(100)

Georgian SSR -- More than 700,000 pupils will attend the 4,268 schools of the republic in the new school year.(101)

Karelo-Finnish SSR -- In the 1950-1951 school year there will be 715 schools, with 77,000 pupils in the republic.(102)

Kazakh SSR -- There will be about 1,330,000 pupils, more than 422,000 of them in the fifth to tenth grades, in the schools of the republic in the new school year.(61)

Kirgiz SSR -- This year, the republic will have 1,660 schools, with more than 330,000 pupils (103), 13,000 more than last year.(104) In addition, about 18,000 persons will be attending evening schools for rural and working youth.(103)

Latvian SSR -- Ten new 7-year schools have been opened and 17 7-year schools reorganized into secondary schools for the new school year. There will be 281,000 pupils.(105)

Lithuanian SSR -- During the 1949-1950 school year, the secondary schools of the republic converted to an 11-year course of instruction; all gymnasias were reorganized into secondary schools, and progymnasias into 7-year schools. In the new school year the republic will have 3,614 schools, including 2,769 primary, 670 7-year, and 175 secondary; the number of pupils will increase from 408,000 last year, to 459,000.(106) Vil'nyus Oblast will have 115,000 pupils and about 4,000 teachers in 1950-1951 (107), and Vil'nyus city schools will have an enrollment of 19,775 pupils, 2,601 more than last year.(108) In the new school year, the city of Kaunas will have 37 primary, eight 7-year, and 15 secondary schools, one school for adults, and six secondary schools for working youth, with more than 25,000 pupils. Shyaulay Oblast will have 869 schools, with 115,000 pupils.(109)

Moldavian SSR -- There will be more than 420,000 pupils in the 1,935 Moldavian schools in the new school year; 14,000 persons will attend the eight vuzes and 38 tekhnikums.(110) The Second Congress of the KP(b) of Moldavia in February 1949 decreed the liquidation of illiteracy in the republic by 1 January 1951; as of October 1950, there were about 40,000 illiterate and more than 100,000 semi-literate persons in the republic.(111)

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RSFSR -- In the new school year, the 120,600 schools of the RSFSR (112) will have 18,626,000 pupils, while 360,000 pupils will attend tekhnikums.(113) In connection with the execution of the 7-year education law, 3,600 primary schools have been converted to 7-year schools.(17) This year, 65,000 new teachers will begin their work in schools of the RSFSR.(114)

Moscow schools will begin the school year with 16,000 pupils more than at the beginning of the past school year (104); a total of 629,000 pupils is expected.(115) The schools of Leningrad will have 350,000 pupils, while more than 160,000 children will be attending classes in Leningrad Oblast.(1)

Tadzhik SSR -- A total of 302,000 pupils is expected to attend the 2,799 schools of the republic in the new school year.(117)

Turkmen SSR -- More than 204,000 pupils will attend the 1,230 schools of the republic in the new school year.(96)

Ukrainian SSR -- Seven million persons, 314,000 more than in the last school year, will be engaged in studies in the republic during the new school year.(56) There will be 29,424 schools in operation, 15,000 of them 7-year and secondary schools (118), with an enrollment of 6.5 million pupils.(96)

Kiev will have 138 schools, 7 more than in the 1949 - 1950 school year. The number of secondary schools has increased from 88 to 105. Attending the schools of the city will be 109,000 pupils, with about 13,000 of that number going to classes in evening schools for working youth.(119)

Uzbek SSR -- The republic began the new school year with 1,255,000 pupils attending its 2,110 primary, 2,390 7-year, and 500 secondary schools.(120) In addition, 19,000 pupils will attend evening schools for working youth.(121)

The following table shows attendance at USSR schools and higher educational institutions during the 1949 - 1950 school year. Statistics were collected from the Soviet press. Where only 1950 - 1951 school statistics were available, the figure is followed by an asterisk (*).

Republic	Schools	Pupils	Teachers	Tekhnikums	Vuzes	Students
Armenian SSR	1,193	302,000	14,000		14	14,000
Yerevan	63				12	
Leninakan	23				2	
Azerbaijdzhan SSR	3,475	602,000	24,394	79	18	29,000
Nakhichevan ASSR	194	30,000			1	
Nagorno-Karabakh AO	250	33,620*			1	
Agdamskiy Rayon	71	12,823			1	
Baku		120,000			12	
Belorussian SSR	11,760	1,500,000	56,000	110	28	20,000
Western Oblasts	4,226	505,000			11	3,000
Minsk	41	38,000			11	
Orsha		5,500			1	
Estonian SSR	1,176	148,300		47	8	7,000
Pyarnu		3,500				

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<u>Republic</u>	<u>Schools</u>	<u>Pupils</u>	<u>Teachers</u>	<u>Tekhnikums</u>	<u>Vuzes</u>	<u>Students</u>
Georgian SSR	4,277	723,185	42,575	118	19	24,769
Abkhaz ASSR	423	30,000			1	
South Ossetian AO	360	23,000			1	
Chiatura	70	10,000	600			
Karelo-Finnish SSR	676	70,000	3,268	11	2	
Petrozavodsk	24	12,000	455		2	
Sortavala	5	3,450	96			
Sortaval'skiy Rayon	58	4,315	202			
Belomorskiy Rayon	23	3,000				
Kazakh SSR	8,571	1,200,000	52,000	108	23	19,000
Severo-Kazakhstan Oblast	550				11	
Alma-Ata	52	42,000*				
Kirgiz SSR	1,650	320,000	15,500		7	
Talass Oblast		18,000			1	
Osh	12	6,508				
Latvian SSR	1,527	269,860		66	9	9,500
Riga	115			16	8	
Lithuanian SSR	3,615	408,000		42	14	12,500
Klaypeda City and Oblast	600	70,000*				
Kretinga Uyezd	110	11,000	380			
Shyaulay	75	7,911				
Ukmerge Uyezd	30	20,000				
Moldavian SSR	1,936	393,000	4,000	36	8	4,271
Kishinev		16,000*			6	
RSFSR	120,000	17,961,000	700,000		481	474,000
Moscow	560	613,000	25,000	68	80	125,000
Leningrad	387	320,000			50	79,000
Bashkir ASSR	5,204	616,224	27,000	13	5	
Chuvash ASSR	1,060	202,787	9,302			
Dagestan ASSR	1,211	173,275	7,900	17	5	
Kabarda ASSR	234	64,859	3,000		2	926
Komi ASSR	690			13	2	
North Ossetian ASSR	265	95,000		14	5	
Tatar ASSR	3,872	500,000				
Yakut ASSR	600	65,000	3,000	15		
Primorskiy Kray	1,036	230,000*				
Adygey AO	250					
Yamal-Nenets NO (Natt' Okrug)	60					
Chukot NO	80					
Khanty-Mansiysk NO	262					
Arkhangel'sk City and Oblast	1,470			31	5	

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Republic	Schools	Pupils	Teachers	Tekhnikums	Vuzes	Students
Kurgan Oblast	1,609	75,000				
Kuybyrhev Oblast	1,541	219,332				
Molotov Oblast	2,609	400,000				
Moscow Oblast	3,414	784,639		11		
Penza Oblast			12,000			
Ryazan' Oblast	2,559					
Sakhalin Oblast	537		3,000	12	1	
Stalingrad Oblast		260,000				
Voronezh Oblast	3,426					
Kuybyshev	96			20	6	
Molotov	81				6	
Saratov	79				11	
Sverdlovsk		86,000*			11	
Vladivostok	42			5	4	
Voronezh	11				7	
Tadzhik SSR	2,799	302,489		31	9	
Stalinabad	30	20,000		13	5	
Turkmen SSR	1,230	204,000	10,000	29	6	10,000
Ukrainian SSR	29,768	6,544,386	253,380	560	157	137,200
Transcarpathian Oblast	845	135,000	6,700	14	2	
L'vov Oblast	974*					
Stalino Oblast		472,000				
Kiev	133	107,000			25	
Kharkov		380,000*			26	27,000
L'vov				28	13	
Odessa				31	17	
Uzbek SSR	4,797	1,213,000	44,000	100	36	26,000
Kara-Kalpak ASSR		76,000	2,919			
Tashkent	125	100,000			16	
Samarkand				17	8	
Chirchik	11	8,000				
USSR	220,000	35,000,000	1,250,000	3,500**	864	1,128,000

** Enrollment in the 3,500 tekhnikums of the USSR in the 1949 - 1950 school year was 1,308,000, including correspondence students.(122)

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1. Moscow, Uchitel'skaya Gazeta, 22 Jul 50
2. Kishinev, Sovetskaya Moldaviya, 16 Aug 50
3. Frunze, Sovetskaya Kirgiziya, 26 Mar 50
4. Stalinabad, Kommunist Tadzhikistana, 2 Jul 50
5. Tashkent, Pravda Vostoka, 13 Aug 50
6. Uchitel'skaya Gazeta, 15 Jul 50
7. Pravda Vostoka, 8 Jul 50
8. Pravda Vostoka, 11 Feb 50
9. Alma-Ata, Kazakhstanskaya Pravda, 10 Aug 50

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10. Petrozavodsk, Leninskoye Znanya, 6 Jan 50
11. Sovetskaya Moldaviya, 26 Mar 50
12. Moscow, Narodnoye Obrazovaniye, No 7, Jul 50
13. Moscow, Izvestiya, 25 Dec 49
14. Uchitel'skaya Gazeta, 26 Nov 49
15. Yerevan, Kommunist, 1 Sep 49
16. Uchitel'skaya Gazeta, 6 May 50
17. Izvestiya, 30 Aug 50
18. Kommunist Tadzhikistana, 23 Sep 50
19. Riga, Sovetskaya Latvija, 9 Jul 50
20. Pravda Vostoka, 26 Mar 50
21. Uchitel'skaya Gazeta, 19 Jul 50
22. Uchitel'skaya Gazeta, 2 Aug 50
23. Uchitel'skaya Gazeta, 1 Mar 50
24. Vil'nyus, Sovetskaya Litva, 13 Apr 50
25. Moscow, Sovetskaya Pedagogika, No 7, Jul 50
26. Kiev, Pravda Ukrainy, 30 Aug 50
27. Moscow, Literatura v Shkole, No 3, May - Jun 50
28. Minsk, Sovetskaya Belorussiya, 11 Feb 50
29. Narodnoye Obrazovaniye, No 6, Jun 50
30. Uchitel'skaya Gazeta, 4 Jan 50
31. Narodnoye Obrazovaniye, No 1, Jan 50
32. Kazakhstanskaya Pravda, 25 Jul 50
33. Moscow, Moskovskiy Bol'shevik, 25 Dec 49
34. Uchitel'skaya Gazeta, 21 Oct 50
35. Uchitel'skaya Gazeta, 13 May 50
36. Sovetskaya Kirgiziya, 23 Jul 50
37. Moscow, Moskovskiy Komsomolets, 27 Jul 50
38. Uchitel'skaya Gazeta, 9 Aug 50
39. Moscow, Pravda, 8 Aug 50
40. Moscow, Kul'tura i Zhizn', 21 Jul 50
41. Uchitel'skaya Gazeta, 1 Apr 50
42. Kazakhstanskaya Pravda, 31 May 50
43. Uchitel'skaya Gazeta, 24 Jun 50
44. HICOG, Frankfurt 256, 9 Mar 50. Interrogation of Soviet defector who taught in secondary schools of Western Ukraine 1936 - 1941.
45. Moscow, Komsomol'skaya Pravda, 18 Aug 50
46. Narodnoye Obrazovaniye, No 2, Feb 50
47. Uchitel'skaya Gazeta, 18 Mar 50
48. Narodnoye Obrazovaniye, No 8, Aug 50
49. Sovetskaya Kirgiziya, 12 Aug 50
50. Sovetskaya Belorussiya, 1 Sep 50
51. Uchitel'skaya Gazeta, 13 Sep 50
52. Uchitel'skaya Gazeta, 19 Aug 50
53. Moscow, Vechernyaya Moskva, 2 Sep 50
54. Uchitel'skaya Gazeta, 27 May 50
55. Sovetskaya Kirgiziya, 5 Apr 50
56. Pravda Ukrainy, 1 Sep 50
57. Pravda Ukrainy, 13 Aug 50
58. Uchitel'skaya Gazeta, 25 Feb 50
59. Sovetskaya Pedagogika, No 5, May 50
60. Uchitel'skaya Gazeta, 4 Mar 50
61. Kazakhstanskaya Pravda, 1 Sep 50
62. Baku, Bakinskiy Rabochiy, 27 Aug 50
63. Kazakhstanskaya Pravda, 9 Aug 50
64. Kazakhstanskaya Pravda, 11 Jul 50
65. Uchitel'skaya Gazeta, 6 Sep 50
66. Uchitel'skaya Gazeta, 9 Sep 50
67. Narodnoye Obrazovaniye, No 12, Dec 49
68. Kommunist Tadzhikistana, 25 Jan 50

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69. Kommunist Tadzhikistana, 19 Apr 50
70. Uchitel'skaya Gazeta, 12 Jul 50
71. Uchitel'skaya Gazeta, 16 Nov 49
72. Uchitel'skaya Gazeta, 5 Nov 49
73. Uchitel'skaya Gazeta, 30 Nov 49
74. Moscow, Trud, 25 Aug 50
75. Sovetskaya Moldaviya, 7 Jun 50
76. Trud, 2 Sep 50
77. Uchitel'skaya Gazeta, 4 Oct 50
78. Uchitel'skaya Gazeta, 28 Jun 50
79. Pravda, 27 Aug 50
80. Uchitel'skaya Gazeta, 1 Nov 50
81. Uchitel'skaya Gazeta, 28 Oct 50
82. Uchitel'skaya Gazeta, 10 Jun 50
83. Izvestiya, 10 Jun 50
84. Sovetskaya Kirgiziya, 21 Apr 50
85. Uchitel'skaya Gazeta, 25 Oct 50
86. Sovetskaya Latvija, 14 May 50
87. Kazakhstanskaya Pravda, 7 May 50
88. Kommunist, 23 May 50
89. Bakinskiy Rabochiy, 11 Nov 49
90. Bakinskiy Rabochiy, 14 May 50
91. Moscow, Literaturnaya Gazeta, 8 Apr 50
92. Literaturnaya Gazeta, 4 May 50
93. Literaturnaya Gazeta, 28 Jun 50
94. Literaturnaya Gazeta, 24 Aug 50
95. Moscow, Krokodil, No 21, 30 Jul 50
96. Pravda, 1 Sep 50
97. Bakinskiy Rabochiy, 1 Sep 50
98. Komsomol'skaya Pravda, 1 Sep 50
99. Sovetskaya Belorussiya, 13 Aug 50
100. Tallin, Sovetskaya Estoniya, 1 Sep 50
101. Tbilisi, Zarya Vostoka, 1 Sep 50
102. Leninskoye Znamya, 1 Sep 50
103. Sovetskaya Kirgiziya, 1 Sep 50
104. Izvestiya, 2 Sep 50
105. Sovetskaya Latvija, 1 Sep 50
106. Uchitel'skaya Gazeta, 28 Jun 50
107. Sovetskaya Litva, 5 Aug 50
108. Sovetskaya Litva, 18 Aug 50
109. Sovetskaya Litva, 24 Aug 50
110. Sovetskaya Moldaviya, 18 Aug 50
111. Sovetskaya Moldaviya, 15 Oct 50
112. Trud, 26 Aug 50
113. Uchitel'skaya Gazeta, 5 Jul 50
114. Kul'tura i Zhizn', 20 Aug 50
115. Trud, 1 Sep 50
116. Leningradskaya Pravda, 1 Sep 50
117. Kommunist Tadzhikistana, 15 Aug 50
118. Pravda, 23 Aug 50
119. Pravda Ukrainy, 1 Jun 50
120. Pravda Vostoka, 1 Sep 50
121. Pravda Vostoka, 18 Aug 50
122. Moscow, Slavyane, No 6, Jun 50.

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